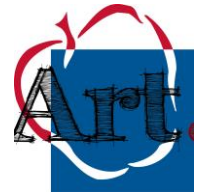


**Anne Arundel County  
Public Schools**  
High School Visual Arts Syllabus



**Foundations of Art STEM**  
**9<sup>th</sup> Grade**

**Teacher: Sharon Littig**

**Email: [slittig@aacps.org](mailto:slittig@aacps.org)**

**Re-teaching/Reassessment: Monday's and Thursdays Silver Block of NEST**

**Course Overview & Sequence**

This course provides the foundation for the visual arts high school program of study. Students will experience a variety of media and processes while exploring two and three-dimensional art problems in drawing, painting and sculpture. Critical and creative thinking skills will be integrated into all studio experience enhancing thinking skill essential to the STE(A)M student.

**What the Teacher Will Do to Support the Student:**

- Create engaging and rigorous learning activities that help students build his/her understanding of Fine Art practices.
- Chunk assignments into manageable amounts and include time in class to debrief and review work.
- Provide additional support for assignments and assessments, including re-teaching so that students meet course standards. Teacher is available Mondays and Thursdays, Silver Block of NEST.
- Notify parents via email or phone at any point during the marking period if a student is in danger of failing or dropping 2 or more letter grades.

**What the Student Will Do to be Successful:**

- Come to class with required supplies and ready to be an active participant in the learning process.
- Complete all assignments as required.
- Review and synthesize classroom notes, activities, and assignments frequently to help prepare for upcoming assessments and to internalize learning.
- Take advantage of opportunities for additional help. Students should attend these sessions with specific questions so that the teacher can most effectively help the student.

**What Parents Can Do to Support the Student:**

- Ensure that the student has supplies and complete projects/units.
- Encourage the student to seek additional help when it is needed.
- Check Parent Connect regularly to monitor student grades.
- Contact teacher with any questions about assignments, grade, or other issues in a timely manner.

**Textbook and Supplies:**

Exploring Visual Design, Joseph A. Gatto, Albert W. Porter, and Jack Selleck, 87192-379-3

Materials needed for class: Sketchbook (Provided by STEM Office), Folder for handouts and a pencil

**Lab Fees: \$5.00**

**Course Content and Standards:**

All visual arts programs in Anne Arundel County are based on standards aligned with and adapted from the National Standards for Visual Arts and the Maryland State Standards for Visual Arts:

- 1.0 Perceiving and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

- 2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
- 3.0 Creative Expression and Production: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
- 4.0 Aesthetics and Criticism: Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.

For the complete MSDE Visual Arts Standards go to: <http://mdk12.org/instruction/curriculum/arts/index.html>

<p><b>Quarter 1:</b></p> <ul style="list-style-type: none"> <li>• Elements of Art <ul style="list-style-type: none"> <li>○ Essential Question</li> </ul> </li> </ul> <p>Development of perceptual skills improves accuracy through observation.</p>	<p><b>Quarter 2:</b></p> <ul style="list-style-type: none"> <li>• Principles of Design</li> </ul> <p>Expand on experimentation and exploration using a wide range of media and techniques to promote skill development.</p>
---	---

## Standards of Visual Arts Practices:

Students will work with ways to heighten thoughts and expression in their artwork. Knowledge gained from studying other artists and cultures will be applied in solving problems in art. Design skills will be used to solve problems based on observation and life experiences that exemplify personal critical choices. Topics of study are:

- Elements and Principles of Design Review: How do artists utilize the art elements and principles of design within an artwork?
- Communication: How do artworks serve as a source of communication?
- Visual Thinking: How does visualization promote the recording of images and ideas?
- Working from Observation: Why is accurate perception integral to working from observation?
- Working from Art: Why is it important to analyze and interpret exemplar artworks?
- Previsualization: How is visual memory instrumental in creating art?
- Experimentation: How does experimentation with media and/or subject matter glean an artistic response?
- Portfolio Assessment: How do certain artistic behaviors contribute to the aesthetic quality of the portfolio?

## Course Grading:

Grades are given to middle school students to document progress toward and mastery of course content, skills, and standards. Teachers shall evaluate student progress to determine the degree of mastery of course content, skills, and standards. The art grade represents a composite of the student's achievement and performance in daily assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student's demonstrations of criteria-based skills and techniques in artwork.

Teachers shall record the marking period grades for each student using the following process based upon the final percentage of points earned divided by possible points, shall be calculated to the tenths place and then rounded to a whole number (.5 and higher rounds up), and shall appear on the report card.

Your grade in this course will be determined based upon your progress towards mastery of the standards. Specifically, your grade will be calculated using the following weighted categories.

70%	Projects
10%	Quizzes
10%	Homework (may not be redone)
10%	Quarterly Assessment (may not be redone)

Grades are recorded and can be accessed by parents through Power Teacher.

**Assessment** The Art teacher uses both formative and summative assessment strategies to monitor student mastery. Students will be assessed on a regular basis; **at least 9 assessments** are recorded during a marking period. Students are provided the lesson criteria and their artwork should demonstrate mastery knowledge of skills and content. The Art teacher will select and implement an evaluation instrument such as, self-assessment, peer assessment, end of unit assessment, teacher assessment, and/or portfolio assessment, which is appropriate for the lesson taught.

## Assignment Descriptions:

1. **Summative Unit Assessments and Projects** – there will be at least one unit assessment or project per unit.
2. **Classroom Assignments and Quizzes** – there will be at least one graded classwork assignment every two weeks. When an assignment is completed as part of collaborative work, each student will receive his/her own grade based upon his/her individual work.
3. **Quarterly Assessment** – there will be one quarterly assessment per quarter. Quarterly assessments measure student mastery of the major standards for the quarter and course. These assessments may not be redone.
4. **Homework (Teacher Option)** – there will be at least one graded homework assignment per week. Homework serves as opportunities to promote the attainment of positive work habits and study skills, practice material and skills previously taught so learners can continue to practice mastery of content, prepare for upcoming lessons by reviewing prerequisite content/skills, study for upcoming assessments, and/or extend student understanding of concepts.

## Opportunity for Mastery:

Per AACPS regulation, students may redo up to three assessments and/or assignments each quarter. Students are encouraged, but not required, to participate in teacher-led re-teaching. All redo items must be completed within ten days of receiving the original grade and may only be redone one time. The higher of the two grades will be used for calculating the student's quarter grade. The teacher may choose to have the student redo all of an assessment or assignment or may have student only redo specific items or parts of the work. Students may not redo homework, the quarterly assessment, or a large project. However, students may redo parts of a large project, if graded separately by the teacher, with each part counting as a separate redo. Assessments or assignments due in the last week of the quarter are not eligible.

## Late Work and Incomplete Assignments:

Students are expected to submit assignments on the date that they are due. Students are expected to complete assignments, in full, to the best of his/her ability and students should take advantage of tutoring and reteaching opportunities so that the student can submit his/her best work. Late assignments are penalized 10% for each day it is late up until five school days (not A/B days). After five school days, the assignment becomes a zero and may not be submitted for a grade. Should your student be in danger of failing or not meeting course criteria, you will be notified.

Teachers shall assign a minimum grade of 50% to assignments or assessments for which the student made a good faith effort, as determined by the teacher, to meet the basic requirements. If a student does no work on an assignment or assessment, the teacher shall assign a grade of zero.

When a student is absent, it is the student's responsibility to get the make-up work. The student will be allotted the same number of days equal to the number of days absent to make-up work.

## Recording of Grades and Communication with Parents:

Per AACPS regulation, all grades, with the exception of lengthy assignments such as projects and extended writing assignments, will be entered into Parent Connect within one week of assignment submission. Parents can check Parent Connect regularly to monitor student grades.

## Academic Dishonesty:

A student who exhibits academic dishonesty as determined by the teacher and administrator shall receive a zero on the particular assignment in question. Violations of the Academic Integrity Policy and Regulation may result in disciplinary action. Consequences for violations may vary according to the severity of the violation and shall follow the progressive interventions and discipline as outlined in the Student Code of Conduct.

Student's signature \_\_\_\_\_

Parent's signature \_\_\_\_\_

Parent's e-mail \_\_\_\_\_

Parent's Phone \_\_\_\_\_